MATD Meeting Minutes
February 8, 2017

1. Introductions

   A. Continuing members state their names and roles in the district:

<table>
<thead>
<tr>
<th>Member</th>
<th>Role in the District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Martha Castellon</td>
<td>Equity coordinator for PAUSD served for a year as chair of this committee</td>
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<tr>
<td>Kathy Joki</td>
<td>Librarian/Original Member</td>
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<tr>
<td>Judy Argumedo</td>
<td>Director of Academic Supports/Original Member</td>
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<tr>
<td>Barbara Sih Klausner</td>
<td>Original Member/Executive Director of DreamCatchers (a one-on-one tutoring program for middle school students in PAUSD from low income backgrounds)</td>
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<tr>
<td>Shannon Yang</td>
<td>Senior at Gunn/Original member</td>
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<tr>
<td>Ze’ev Wurman</td>
<td>Original Member/former PAUSD parent/Community member</td>
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<tr>
<td>Barbara Harris</td>
<td>Assistant Superintendent of Elementary Education who is present tonight on behalf of Dr. McGee</td>
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<tr>
<td>Maria Powell</td>
<td>Science Teacher at Gunn HS/Original member</td>
</tr>
<tr>
<td>Chris Kolar</td>
<td>Director of Research, Evaluation and Assessment; joined the committee last year and is primarily involved with research in regards to HUR students</td>
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<tr>
<td>Beti Loomis</td>
<td>Meeting Note Taker/joined the committee in September 2016</td>
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<tr>
<td>Pier Angeli LaPlace</td>
<td>Principal at Terman Middle School/Original member has been working on equity for the last 26 years</td>
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<tr>
<td>Valentina Ko</td>
<td>Represents Project Rally, a 1 on 1 tutoring program for elementary age students</td>
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<tr>
<td>Adriana Flores-Ragade</td>
<td>PAUSD Parent</td>
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<tr>
<td>Charlie Rohrbach</td>
<td>Dean of Students at Terman Middle School</td>
</tr>
</tbody>
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B. New student members

<table>
<thead>
<tr>
<th>Student</th>
<th>Grade/School</th>
<th>Interests and/or Hobbies</th>
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</thead>
<tbody>
<tr>
<td>Lauren Nolen</td>
<td>12/Paly</td>
<td>loves to write; interested in geology; will be attending Stanford in the fall.</td>
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<tr>
<td>Corinna Martinez Luna</td>
<td>10/Gunn</td>
<td>Loves dance and wants to pursue medicine</td>
</tr>
<tr>
<td>Crystal Perez - Gutierrez</td>
<td>11/Gunn</td>
<td>Loves helping and working with children</td>
</tr>
<tr>
<td>Ismael Perez-Gutierrez</td>
<td>10/Gunn</td>
<td>Loves to dance, interested in biology</td>
</tr>
<tr>
<td>Titi Bolarinwa</td>
<td>12/Paly</td>
<td>Likes reading, like to cook and runs rack</td>
</tr>
<tr>
<td>Kennedy Herron</td>
<td>10/Paly</td>
<td>Loves dance</td>
</tr>
<tr>
<td>Katarina Merk</td>
<td>10/Paly</td>
<td>(soft spoken was not able to capture)</td>
</tr>
<tr>
<td>George Cai</td>
<td>9/Gunn</td>
<td>Plays percussion and is interested in biology</td>
</tr>
</tbody>
</table>

2. Review of MATD Charter

A. Martha distributes the handout of the MATD Team Charter and reviews as follows:
   a. The Charter was created last fall.
   b. The committee is charged with the task on how to prioritize the work; the concerns being to close the achievement Gap and provide opportunity to develop student talents.
   c. Dr. Max McGee is the Executive Sponsor of the Charter. (He has not been available for meetings due to scheduling conflicts but has expressed that he will attend the next two meetings.)
   d. The team supports PAUSD educators to better improve the educational outcomes of HUR and low-income youth in our community.
   e. Stakeholders are PAUSD leadership, staff, and Board of Education.
   f. Members add that as a committee, the goal is to create a final draft of the Equity Plan. The plan is still in development and will be presented to the Board of Education on March 14.
   g. As a norm, the group follows an informal format where people are comfortable speaking without being called on although we try to follow the agenda. We’re active listeners and tend to make decisions by consensus.

3. Update on HUR Community Meetings

A. Three meetings were held in December and January for the purpose of sharing with the HUR community the ways in which we are working to make PAUSD a more equitable and inclusive place for ALL students.
B. At the meetings the community was made aware of the MATD Committee and its report and recommendations.
C. The community was given a copy of the Equity Plan and an opportunity to provide feedback by Feb. 3rd.
D. Martha wants to share with the committee the feedback that was received during the meetings.
E. In general, people were more concerned about raising the equity issues that were important to them as opposed to hearing about the particulars of the Equity Plan. Really difficult issues came up.
F. The feeling was that people had not previously had a forum in which to air their views.
G. Martha designed an activity to allow the committee to review the feedback from the three meetings in small groups.
   a. Each of the tables in the back of the room has several copies of one set of notes from
one of the three meetings.
b. One of the tables has copies of the written feedback received from a PAUSD parent in response to her attending a meeting.
c. The committee’s job is to sit at each of the tables and read the set of notes that is at that table.
d. When finished reading a set of notes at one table, get up and go to a different table.
e. The committee should try to keep track of the overarching issues or themes that are being raised.
f. Once everyone had the opportunity to review the comments, the committee spent some time discussing them in small groups.
g. Each group, assigned a note-taker and then entered into a discussion of what main themes they saw emerge as they read through the notes with special attention given to main categories of themes. What stood out the most?
h. A “reporter” was assigned after about 10 minutes and shared with the larger committee their small group’s findings.

H. The main themes as identified by the group as a whole are outlined below:

1. Communication; The feeling that parents and students are the last to know what they are supposed to do to be successful; Last to know that their students are not doing well.
2. Bias: student to teacher; Teacher to parent and many forms. People feel like they don’t belong; Need for Database. Sensitivity/Bias Training of others (parents, students)
3. Distrust of the district on the part of the community. Trust building, sense of belonging, the need for broader means other than just community meetings.
4. The need for early intervention, expressly in the elementary grades. Catch the problem early.
5. Accountability on all levels; How are we measuring our success?; Being accountable to the parents; having a means to file a complaint; How to be accountable to our community and through data?
6. Critical mass of HUR being heard. Giving the community voice.
7. Integrating curriculum.
8. Critical transitions/preschool, 5-6, 8-9, 12+
10. Less “talk” more “action”.
11. Providing more opportunity for service programs; ways in which we can become polarized in our community. Messages are being given of not belonging
12. Special Education perceptions vs. reality as well as placements. Access and appropriate programs. Inaccurate placements. Special Education inherent stigma associated with SpEd
13. Partnerships; enrichment programs and academic support which could make a difference with HUR.
14. Academic Intervention and support
15. Fostering a sense of belongingness
16. Hiring a more diverse workforce
17. Parent engagement and empowerment
18. Student involvement and engagement

J. These are the themes that Martha noticed:
a. Improving parent engagement; hosting community meetings; adult school opportunities to learn about Schoology and infinite campus; outreach regarding availability of parent liaisons; school personnel should have a welcoming attitude/disposition toward parents.
b. Special education; disproportionality of students of color; what is this due to?
c. Scholarships for enrichment activities
d. Curriculum: anti-bias, ethnic studies, learning styles
e. Academic supports for struggling students: Communicating what these are to parents.
f. Access to high-quality pre-school
g. Hiring a more diverse work force
h. Accountability: Keeping the district accountable; How do we know initiatives are working (e.g., full day kinder and unconscious bias training)?; Keeping track of the number of incidents of bias; Consequences for repeat offenders; Public wants data on how HUR students are doing.

4. Implications of this feedback for revision of the Draft Equity Plan – Open Discussion

A. Based on the feedback, the committee was asked whether to keep the structure of the equity plan or completely redraft the plan?
B. Members agree that the current draft of the Equity Plan is workable. A suggestion was made that the goals/themes discussed tonight be used as a new organizing structure with recommendations falling under each one.
C. Pier Angeli adds that six main themes keep tying back to the issue of bias. Distrust is not something that the plan addressed. Where is the plan not linking to the themes that were discussed tonight?
D. Barbara Harris, commented that shifting a culture in the district is what is necessary. How do we provide people with a different lens that will enable them to make this shift? It will take everyone working together. The plan is symbolic in nature. It is a great beginning to our collective work. This work that we’re doing opens eyes and allows us to say, ‘No this is not okay!’ She acknowledged everyone for their contributions.
E. The committee discussed the need to provide a public apology to the community for the harm done to current and previous HUR students. No real apology was ever issued. Others commented that it is uncertain if an apology is necessary. In the eyes of the community, it seems that they want the district to change so that future generations of HUR students will not suffer through the same experiences. Apologies can be helpful. Change will make a difference.

5. Future work and upcoming events

A. Martha is scheduled to present the revised Equity Plan to the Board on March 14. She states that the committee may not have the opportunity to make revisions to the Equity plan prior to the meeting. The Equity Plan must be submitted by March 6. She asks any interested members to please reach out to her.
B. A Member states the plan has to have clear, smart goals that can be measured and are attainable.
C. Principal LaPlace makes the following statement to our new student members – “Young people have tremendous wisdom. You live this and have a desire to learn. Student impact on other students is crucial. Consider being the voice.”

Meeting Adjourned at 8:00 p.m.